



DISCOVERING INTENTIONS FOR TEACHING AND LEARNING



ArtsPowered Learning

RESIDENCY PLANNING
AND REFLECTION TEMPLATES



RESIDENCY PLAN PART 4: PLANNING WHAT WE WILL DO DURING THE RESIDENCY

Idaho Standards Addressed in the Residency

Arts:

Other Subjects:

This outline should include what students will do before, during, in between and after the residency.

Residency Outline

What the TEACHER will do

What the ARTIST will do

RESIDENCY PLAN PART 1: RESIDENCY IDEA

School: _____ Date/time of Meeting: _____

Attendees: _____

School Goals

Artists' Strengths



Residency Idea

RESIDENCY PLAN PART 2: ESSENTIAL UNDERSTANDINGS AND LEARNING TARGETS

Guiding question/essential understanding/big idea

Learning Targets

As an artist, the learner will:

Learning Targets

As a reader/writer/communicator, the learner will:

Learning Targets

As an artist/reader/writer/communicator, the student will be able to:

RESIDENCY PLAN PART 3: PLANNING BACKWARDS EVIDENCE AT 3 POINTS

Teachers and artists document student learning for the whole class at three points. In each case, these samples should represent the same kinds of performances (e.g., writing a poem, discussing a performance, leading tour of a mural, etc.) so that it is possible to examine what young people have learned over time. Consider collecting evidence of student learning in four areas: student expression, student creative process, student reflective process and student ability to integrate, developing links to other forms of learning and their lives.

Evidence of learning collected PRIOR to the arts experience



Evidence of learning collected DURING the arts experience



Evidence of learning collected FOLLOWING to the arts experience

Teachers use arts strategies to “extend” the work after the artist has gone. (“spill-over”)

FACILITATED REFLECTION MEETING RECORD

School: _____ Date/time of Meeting: _____

Attendees: _____

What the TEACHERS noticed in the evidence of student learning collected:

What the ARTISTS noticed in the evidence of student learning collected:



Shared observations about our students and their learning:

What surprised us and what do we still wonder about?

What implications does the student evidence reveal for future teaching and learning?



Respond together to the following questions:

What did the students do to explore the big idea or question?

To what extent were our expectations, goals, standards achieved?

What would we do differently next time?

SAMPLES OF STUDENT WORK: EVIDENCE AT THREE LEVELS

Teachers collect samples at each of the three points in time from six students: two who are struggling; two who are striving; and two who are flourishing. In each case, these samples should represent the same kinds of performances (e.g., writing a poem, discussing a performance, leading tour of a mural, etc.) so that it is possible to examine what young people have learned over time.

School _____ Grade _____ Teacher _____

Two students who are struggling:

1.

2.

Two students who are striving:

1.

2.

Two students who are flourishing:

1.

2.